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ABSTRACT

Approximately 100 citations of journals, newspapers, and government publications dealing with education in Pakistan are included in this annotated bibliography. The materials were published from July through September 1977. Arranged alphabetically by author in 22 categories, the entries cover topics including educational administration, adult education, curriculum, educational goals, literacy, medical education, professional education, sociology, teachers, teacher education, teaching methods, media, technical and vocational education, textbooks, women's education, and examinations. A writers index concludes the bibliography. (DB)

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SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

Vol. 10 No. 3, 1977

Period Covered

July - September, 1977

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CONTENTS

		Page
1.	ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION ...	1
2.	ADULT EDUCATION ...	4
3.	AGRICULTURAL EDUCATION ...	5
4.	CURRICULUM	5
5.	DEVELOPMENT OF EDUCATION ...	6
6.	EDUCATION GOALS ...	7
7.	EDUCATION PLANNING ...	8
8.	ELEMENTARY AND SECONDARY EDUCATION ...	9
9.	HIGHER EDUCATION ...	10
10.	ISLAMIC EDUCATION ...	16
11.	LITERACY ...	16
12.	MEDICAL EDUCATION ...	17
13.	PROFESSIONAL EDUCATION ...	17
14.	SOCIOLOGY ...	19
15.	TEACHER EDUCATION ...	21
16.	TEACHERS ...	21
17.	TEACHING METHODS AND MEDIA ...	25

Continued on page (ii)

Contents (Continued)

		Page
18. TECHNICAL EDUCATION	...	26
19. TEXTBOOKS	...	27
20. WOMEN'S EDUCATION	...	27
21. GENERAL	...	29
22. EXAMINATIONS (Special Section)	...	33
23. WRITERS' INDEX	...	42

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ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. AHMAD, Shamim. Ta'aleemi Idaron Ki Feeson Mein Izafa (Increase of Tution Fee in Educational Institutions) --- Maghrebi Pakistan (Lahore) August 21, 1977 (U).

There is no denying the fact that in all the English medium primary and secondary schools the tution fees are exorbitant. Despite this, majority of parents wish to send their wards to these institutions, because they think that the standard of teaching in these institutions is better than in Urdu medium schools. This is the general impression, right or wrong, that cannot be ignored. The result is that as soon as the academic session starts, parents rush with their wards to English medium schools. They are ready to pay even more than what their purse permits.

2. HASAN, Amir. Quota System Ka Almia (Tragedy of Quota System) --- Hurriyat (Karachi) July 22, 1977 (U).

The quota system in the province of Sind restricts the intelligent students in the matter of getting admission to medical and engineering colleges. This restriction should be removed, and admissions should be given only on the basis of merit. The quota system enables unintelligent and poorly qualified students to gain admission to the medical and engineering colleges of the province. This is the main reason why our degrees in these subjects are not recognized in many countries. Resentment against this policy is growing, but no steps have been taken to stop this practice. This is a veritable injustice to the meritorious and intelligent students.

3. HASHMI, Manzoor Husain. Qaumiaye Gai Schoolon Ka Mas'ala (Problem of Nationalized Schools) --- Musawat (Lahore) September 23, 1977 (U).

The following factors were responsible for the nationalization of educational institutions in the country: 1) The original decision for the nationalization of educational institutions was taken by the former government. Different commissions, which were earlier set up to study the situation, had recommended the take-over of all the educational institutions. 2) Barring a few, almost all such institutions were previously run on commercial basis. 3) These institutions were not created for serving the national interests but for fattening the purses of private individuals. 4) Before nationalization,

the teachers in these institutions were low paid and had no say in the administrative matters of the institutions. 5) A section of the society is now pressing for the denationalisation of these institutions on the pretext that the standard of education has deteriorated after the nationalization. 6) The second objection against the scheme is that it has almost doubled the expenditure on education. The standard of education, of course, has somewhat fallen, but there is no point in totally doing away with the scheme at this stage. We should rather, find out the defects and correct them.

4. HUSAIN, Ahmad. Aik Mulk Do Nizam-e-Ta'aleem (One Country-Two Systems of Education) --- Musawat (Lahore) September 2, 1977 (U).

English is still continues to be the medium of instruction in Pakistan. The English medium schools and colleges are making good business in the name of education in the country, where Urdu has been declared the national language. But in practice this solemn declaration is ignored. It is all the more tragic that Urdu medium institutions have been nationalized but some of the English medium institutions have been left untouched. This dual policy is not understandable.

This is generally accepted that the standard of teaching in almost all English medium schools is better than the one in Urdu medium schools. This impression naturally lures all parents to get their wards admitted to the English medium schools. What is now required is to rub off this notion from the people's mind and give Urdu the rightful place in the scheme of education. Unless the medium of instruction is made compulsory, proportion of the failures will continue to mount year by year.

5. KHALID, Mohammad. Qaumiyae Gae Ta'aleemi Idaron Ki Wapsi (Return of the Nationalized Educational Institutions) --- Maghrabi Pakistan (Lahore) August 30,1977 (U).

Hot discussion is going on about the question of returning the nationalized institutions of education to their former managements. As the problem is very delicate, it would not be wise to make any hasty action in this matter. It is true that the standard of education has gone down since the day these institutions were nationalized, and the expenditure on running these institutions has been constantly rising. In the circumstances any reversal of the policy would not only harm the educational institutions, but also multiply the problems.

The nationalized institutions should not, therefore, be returned to the old managements. Rather, it would be wise to allow private individuals to set up new private institutions.

6. NAQVI, Ali Raza. Sabiq Private Ta'aleemi Idaron Ka Mustaqbil (Future of Former Educational Institutions) --- Hurriyat (Karachi) September 1, 1977 (U).

The outstanding changes that have occurred after the nationalization of private institutions are as under: 1) The standard of education has gone down. 2) The private institutions have been ruined. Hence the demand for status quo ante. If the government is really serious about the matter, it should enact laws on the following subjects: 1) The salary of teachers of every institution should be paid by the Government for two consecutive years, and 75% of the tuition fees should be deposited in the public exchequer and the remaining 25% should be deposited in the fund of the institution. 2) G.P. Fund of all teachers should be deposited in the public exchequer. 3) All the teachers appointed after the nationalization of colleges should be transferred to Government colleges, and fresh teachers should be appointed for private colleges. 4) Private registration by every Board and University should be immediately stopped. 5) Any of the private institutions that violates this regulation should be immediately takenover by the government.

7. NASRULLAH, Nusrat. Will Denationalising Schools Raise Academic Standards? --- Morning News (Karachi) August 25, 1977.

Before the nationalization of education, teachers complained about the unreasonable working conditions. When these conditions improved with nationalization, there occurred no corresponding improvement in the teaching standards. The teachers came up with other sets of grievances, and the bureaucracy created new difficulties. It is not meant to run down nationalization here, but it is pertinent to mention that with the security of service and increased salaries, the teachers did not exhibit a corresponding change in their attitude toward education. They blamed other factors for the decline in the educational standards. Parents have been heard saying that if educational institutions are denationalized, private managements would again be free to raise tuition fees.

8. ZAMAN, Salma. Nationalization of Colleges --- Pakistan Times (Rawalpindi) September 16, 1977.

Nationalization was an important part of the Government's policy announced in 1972. It promised to put an end to the

misery of the teachers of private schools and colleges by giving them the same status in terms of salaries and service conditions as those enjoyed by their counterparts in other government institutions.

Some of the major obstacles in the way of the nationalization scheme are as follows: 1) The age-old government rules and regulations lead to over centralization of authority. The rules have remained unchanged since long and are not suited to the present conditions. 2) The procedure for the purchase of books for the libraries is highly cumbersome. 3) Interference by politicians and government officials in the day-to-day administration of the institution is too frequent. 4) Favoritism and nepotism overrule merit and ability in the matter of appointment of teachers. 5) Involvement of students and teachers in politics has led to gross indiscipline among students and inefficiency and lack of devotion to duty among teachers. 6) There is no system of reward for merit and punishment for incompetence.

ADULT EDUCATION

9. HAROON, Shahida. Society Ta'aleem-e-Balighan (Adult Education Society) --- Kitab (Lahore) 11 (8,9): 3-7. May-June, 1977 (U).

Adult education has become well known expression today. A number of institutions are working for the promotion of adult literacy in the country. The government is also taking active interest in this field. However, the responsibility for providing adult education is not limited to the government. Private social organizations should also come forward to share this burden. In this field Adult Basic Education Society is very active and has made its presence felt in a very short time.

Today, the society is the biggest publishing concern of the books required for the adult literacy compaign. So far, the society has published about 55 books for adult literates. The society has a department for preparing audio-visual aids for adult literacy program and has also drawn up a program of teacher training for adult literacy compaign.

AGRICULTURAL EDUCATION

10. ANSARI, Abdul Qadir and ISSANI, Ghulam Qadir. Sind Agriculture University --- The Varsities (Karachi) II (4): 10-13. July-August, 1977.

The province of Sind is predominantly agricultural in character, and its first need is agricultural education. Agriculture has, in modern times become a complex and dynamic science. It demands scientific and technical training, which can only be had through the establishment of agricultural educational institutions throughout the province. Keeping this important aspect in view, an agricultural college was established in 1941 at Sakrand. In 1955 this college was shifted to Tandojam and was converted into a full-fledged Agricultural University in March 1977.

The details of the structure of the university are described faculty by faculty, and the system of education is briefly cutlined.

11. University of Agriculture --- In: Universities of Pakistan Year Book 1976, 178-201. Karachi, University Grants Commission. 1977.

The administrative set-up of the university is given, followed by a historical sketch of the university. With a view to preparing a comprehensive study of the problems of food and agriculture, the Punjab Agriculture College and Research Institute was established in 1909. In 1959 a commission was appointed to examine the problems of agriculture. On the recommendations of this commission, this college and institute was raised to the status of a university in 1961.

The details of the university are provided under the headings: 1) university precincts; 2) enrolment and staff; 3) staff and students residences; 4) finances; 5) terms; 6) university teaching staff.

CURRICULUM

12. TAGGA, Abdul Hamid. Moashrati Wasail Aur Farogh-e-Nisab (Community) Resources and Curriculum Development) --- In: Moashra, Iskool Aur Ustaad, 148-153. Lahore, Nazar Sons. 1977 (U).

Curriculum development in a community serves as an impetus to accelerate, besides the spread of education and knowledge,

cultural, social and economic uplift of the society. It is formulated by experts and experienced people in all walks of life.

Society's economic resources coupled with the condition of the manpower are the main consideration in regard to the formulation of the curriculum. The curriculum is made to suit the culture of the society. It is directed to make children socially, culturally and educationally conscious in order that they may turn out as workers capable of performing social action.

13. TAGGA, Abdul Hamid. Nisab-e-Ta'aleem (Curriculum) --- In: Moashra, Iskool Aur Ustaad, 135-147. Lahore, Nazar Sons. 1977 (U).

Curriculum is that standard on which the educational system is based. It realizes the community members' training and their social requirements.

Development of curriculum depends on social forces which are of two categories. One formal forces which constitute the education system and are controlled by government educational institutions. Second, informal forces which exert their influence on the curriculum through public opinion.

In short the curriculum keeps the culture alive and transmits it to future generation.

DEVELOPMENT OF EDUCATION

14. Summary Tables for Pakistan --- In: Pakistan Education Statistics, 1-12. Bureau of Educational Planning and Management, Ministry of Education. 1977.

The statistics given in this report relate to the sector of education for the years 1970-71 to 1975-76.

There are ten tables which give the summary of statistics from 1947-48 to 1975-76. The figures for the years 1975-76 are provisional. The first three tables give the number of educational institutions, enrolment in educational institutions, and the number of teachers in educational institutions in Pakistan by kind, level, and sex from 1947-48 to 1975-76. The fourth table gives government expenditure on education by level for 1947-48 to 1975-76. The next six tables provide the numbers of secondary vocational institutions, enrolment in secondary vocational institutions, teachers in secondary

vocational institutions, the number of technical and professional colleges, enrolment in professional colleges, and the number of teachers in professional colleges in Pakistan by type and sex, for 1947-48 to 1975-76.

15. Universities --- In: Pakistan Education Statistics, 89-100. Islamabad, Bureau of Educational Planning and Management, Ministry of Education. 1977.

The statistics shown in this report relate to the sector of education for the years 1970-71 to 1973-74.

There are seven tables which provide information about university education during the period. The first two tables provide information on enrolment in universities by type of university, faculty, and sex. The third table gives the number of teachers in universities by type of university and sex, and the fourth table gives the number of students and teachers in the universities. The fifth table gives enrolment in the universities by level of course/degree and sex. The last two tables give information about the number of teachers by status, qualifications, and sex in all universities.

16. Year-Book 1974-75 --- Lahore, Department of Education, Government of Punjab. 42 p. 1977.

The Year-Book highlights the progress made in Punjab during the year 1974-75 in achieving the targets of the education policy.

The progress in the field of education is described under the headings: 1) free and universal education; 2) primary education; 3) secondary education; 4) technical education; 5) curriculum planning; 6) teacher education; 7) Boards of Education; 8) education for the blind, deaf, and dumb, and handicapped; 9) higher education-college education, university education - University of the Punjab; University of Engineering and Technology, University of Agriculture; 10) Professional education; 11) physical education; 12) learned bodies; 13) textbook production; 14) student welfare; and 15) specialized services.

EDUCATION GOALS

17. MALICK, Qayyum. Towards Better Education --- The Varsities (Karachi) II (4): 27-28. July-August, 1977.

The standard of education in our country is very poor. The

situation is so bad that if determined efforts are not made to improve the state of affairs, we would be left behind all other nations in the race for education and national development. Almost 90 per cent of our students derive little or no benefit from what is taught to them at schools. With a same scheme of things, we can have far better education in shorter time and at lower cost.

The first step toward the goal of better education is sound, wholesome learning at the pre-primary and primary levels. The present condition of the basic early education is briefly described, and it is pointed out that a little careful thought and some wise planning can make primary education a strong base for the structure of subsequent learning. Necessary guidelines are presented, and the role of women in this field is discussed.

18. RAUF, Abdur. Education as a Powerful Instrument of Development in the Third World --- The Varsities (Karachi) II (4): 29-40. July-August, 1977.

The present paper attempts at exploring some vital dimensions of education as the most powerful medium of development for the life and economy of contemporary world's under-developed regions. For the proper appraisal of the central theme, the analysis and arguments have been grouped under three major sections:

The first section presents the third-world spectrum, which presents a panoramic analysis of its lands, peoples and economies. The second section deals with some vital education challenges and offers perspective analysis and effective remedies of the pressing educational problems. The third section pinpoints the areas of more resolute endeavour. It also identifies some significant areas of unusual theoretical interest and practical import that require more determined endeavour by all concerned.

EDUCATION PLANNING

19 CHOTANI, A.H. Cooperation between University, Research Institutes and Industry --- The Varsities (Karachi) II (4): 7-9. July-August, 1977.

Right from the beginning of this century it has been increasingly recognized that industrial development calls

for a sound infrastructure of human and material resources, and that economic progress can be stimulated and strengthened by scientific and industrial research. Today, in the world, and especially in the developed countries, there is a persistent demand for a radical reform of the university system and a basic transformation of the process of education. It is also insisted that the growth and quality of knowledge be so controlled as to conform with the specific needs of the country.

We have before us the example of Japan where the universities have contributed vastly to industrial development by undertaking contract research for industry. The importance of the close relationship with the universities and industry is stressed, and ways and means are suggested for bringing about such relationship. Examples have been quoted from different countries where such close links exist between education and industry.

20. SHEIKH, M. Islam. University-Industry Cooperation --- The Varsities (Karachi) II (4): 14-16. July-August, 1977.

A university is an institution created and maintained by the society for the discharge of certain functions i.e. fulfilment of its social and economic needs. With the change in the society, the goals of the university education also change. The changing trends in higher education in Pakistan are traced. The goals of teachnical education in Pakistan as described in the 1959 commission report are mentioned, and it is recommended that engineering education should be industry-oriented.

University-industry cooperation in technical education has been a subject of much discussion all over the country. The subject is discussed in some detail under the headings: 1) fields of cooperation; 2) cooperatives of sandwiched programs; 3) traditional programs; 4) faculty consultation for industry; 5) continuing education; 6) research collaboration; 7) research and development cells in industrial establishments; 8) appointments of visiting industrial professors/researchers; and 9) training facilities for faculty members.

ELEMENTARY AND SECONDARY EDUCATION

21. School Education --- In: Pakistan Education Statistics, 13-32. Islamabad, Bureau of Educational Planning and Management, Ministry of Education. 1977.

The statistics given in this report relate to the sector of education for the years 1970-71 to 1973-74.

There are 16 tables, which provide information about primary and general secondary education form 1970-71 to 1973-74. The first three tables show the number of institutions, enrolment, and teaching staff in primary schools by locality, area, sex, number of primary schools by locality, management; and enrolment at primary stages by grade, class, locality, and sex, for 1970-71 to 1973-74. Similar information for middle schools and high schools is provided in the next six tables. The subsequent seven tables provide teacher data in primary, middle, and secondary schools by year.

22. Secondary Vocational Education --- In: Pakistan Education Statistics, 33-40. Islamabad, Bureau of Educational Planning and Management, Ministry of Education. 1977.

The Statistics given in this report relate to the sector of education for the years 1971-72 to 1973-74.

There are three tables giving statistical information about secondary vocational education from 1971-72 to 1973-74. The first table gives the number of secondary vocational institutions by locality, type, and sex from 1971-72 to 1973-74. The second table provides the data about enrolment in secondary vocational institutions by locality, kind, and sex, 1971-72 to 1973-74. The third table contains the data of teachers in secondary vocational institutions by locality, kind, and sex from 1971-72 to 1973-74.

HIGHER EDUCATION

23. Enterance Requirements --- In: Universities of Pakistan Year Book 1976, 249-256. Karachi, University Grants Commission. 1977.

The requirements for entrance to different courses are comparable in all universities. The information is provided by course, giving minimum qualifications for entrance and the duration of the course.

The course are: 1) intermediate higher secondary in arts, science, commerce, and home economics; 2) bachelor's degree; 3) master's degree; 4) professional education, agriculture, animal husbandary, and veterinary science; 5) commerce and business administration; 6) engineering; 7) law; 8) medicine; dentistry and pharmacy; 9) education; 10) fine arts; 11) diploma courses other than medical; and 12) certificate course.

24. Gomal University --- In: Universities of Pakistan Year Book 1976, 228-235. Karachi, University Grants Commission. 1977.

An administrative set-up of the university is provided, followed by a historical sketch of the university. The decision to set up a university at D.I. Khan was taken at the governors meeting held at Karachi in April, 1974. The decision was in pursuance of the new education policy requiring that new universities may be established at important places throughout the country. The Gomal University Act was passed in 1975. The university has been functioning since 1974-75.

The details of the university are provided under the headings: 1) university precincts; 2) enrolment and staff; 3) staff and students residences; 4) finances; 5) university teaching staff; and 6) affiliated colleges.

25. Higher Education - Arts and Science Colleges --- In: Pakistan Education Statistics, 41-66. Islamabad, Bureau of Educational Planning and Management, Ministry of Education. 1977.

There are 12 tables which provide statistical data of college education from 1970-71 to 1973-74. The first table gives the number of institutions, enrolment, and the number of teachers in arts and science colleges by province, locality, and sex in Pakistan.

The second table provides data on the number of arts and science colleges by province, management, level, and sex. The next 5 tables give enrolment in arts and science colleges by province, area, stage, and sex, at intermediate stage by province, area, group of study, stage, and sex at degree and post graduate stages by province, area, group of study, and sex for the period. The next 5 tables provide information on teachers.

26. Higher Education in Pakistan --- In: Universities of Pakistan Year Book 1976, 1-18. Karachi, University Grants Commission. 1977.

Education in Pakistan is a four-tier system, and the last tier consist of the degree colleges and the universities. The degree college and the university education is called 'higher education'. This also includes education in professional colleges. The degree colleges conduct the courses for the degree and are affiliated to the universities. The teaching departments of the universities conduct teaching and research at honours and higher levels.

The details of higher education in Pakistan are described under the headings: 1) historical; 2) structure of education system; 3) system of governance; 4) degrees and diplomas; 5) the University Grants Commission; 6) centers of advanced studies; 7) area study centers; 8) Pakistan study centers; 9) enterance requirements; 10) procedure for admission; 11) semester system; 12) examinations; 13) finances; and 14) enrolment.

27. People's Open University --- In: Universities of Pakistan Year Book 1976, 222-227. Karachi, University Grants Commission. 1977.

The book gives the administrative set up and a historical sketch of the university. The People's Open University was established in pursuance of the new education policy in May 1974, as a specialized educational institution for providing educational opportunities to people in their homes and work places. The principal seat of the university is Islamabad, and its facilities will be extended to the remotest corners of the country. The programs of the university will provide functional education and vocational training.

The details of the university are given under the headings: 1) University campus; 2) staff; 3) residential accommodation of staff and students; 4) finances; and 5) university teaching staff.

28. Quaid-e-Azam University --- In: Universities of Pakistan Year Book 1976, 202-211. Karachi, University Grants Commission. 1977.

The Year Book gives the administrative set-up of the university, followed by its historical sketch. The Quaid-e-Azam university, formally called the University of Islamabad, came into existence in 1967. The university is a unitary institution and provides for post-graduate teaching and research. The university prepares plans for the establishment of departments in selected subjects of natural, physical, and social sciences.

The details of the university are provided under the headings: 1) university precincts; 2) enrolment and student residences; 3) finances; 4) terms; and 5) university teaching staff.

29. SIQI, Mohammad Omair. University's Apathy Towards External Candidates --- Morning News (Karachi) July 28, 1977.

The registration and examination fees for external students have been tripled during the last few years. Moreover, the examina-

tion of external candidates is never held in time since the introduction of the semester system in Karachi University. Even proper sitting arrangements were not made at the examination centers for the students. By way of encouragement, the university may occasionally allow the M.A. external students to get guidance in their studies from the teachers of the relevant departments. The university should also raise the standard of teaching which has deteriorated considerably over the last decade.

30. University of Baluchistan --- In: Universities of Pakistan Year Book 1976, 212-221. Karachi, University Grants Commission. 1977.

The administrative set-up of the university is provided, followed by a historical sketch of the university. Baluchistan is the largest province of Pakistan so far as the area is concerned. But it is thinly populated. A university was established in this province in 1970 through an ordinance. The university started functioning on the campus of the former college of Mineral Technology.

The details of the university are provided under the headings: 1) university precincts; 2) enrolment and staff; 3) staff and students residences; 4) finances; 5) terms; 6) university teaching staff; and 7) constituent and affiliated colleges.

31. University Grants Commission --- Karachi, University Grants Commission. 42p. 1977.

The University Grants Commission was established by an Act of Parliament to promote higher education and to improve the quality of university education in the country by providing adequate funds for speedy progress and development of the universities and institutions of higher learning. This introductory brochure has been published with a view to acquainting students, teachers, university administrators, and educational planners with the constitution, objectives, and program of the Commission.

The details are provided under the headings: 1) introduction; 2) functions; 3) constitution; 4) administration; 5) committees; 6) program; 7) project and activities.

32. University of Karachi --- In: Universities of Pakistan Year Book 1976, 124-158. Karachi, University Grants Commission. 1977.

The book gives the administrative set-up of the university and a historical sketch of the institution. When the new state of

Pakistan came into being, Karachi become its seat of government. The new status resulted in a big influx of population in the city. A large number of educational institutions were established, and the need for a university was acutely felt. So, in 1951 the University of Karachi was established.

The details are provided under the headings: 1) university precinct; 2) enrolment and staff; 3) staff and student residences; 4) finances; 5) terms; 6) university teaching staff; 7) N.E.D. Engineering campus teaching staff; and 8) constituent and affiliated colleges.

33. University of Multan --- In: Universities of Pakistan Year Book 1976, 236-242. Karachi, University Grants Commission. 1977.

The administrative set up of the university is provided, followed by a historical sketch of the university. The new education policy provides that new universities will be established progressively to cover all parts of the country. In pursuance of this policy, the federal government asked the Punjab government to take up the work of establishing the University of Multan. Accordingly, the Multan University was established in 1975.

The details of the university are provided under the headings: 1) university precincts; 2) enrolment and staff; 3) students residences; 4) finances; 5) terms; 6) university teaching staff; and 7) affiliated colleges.

34. University of Peshawar --- In: Universities of Pakistan Year Book 1976, 102-123. Karachi, University Grants Commission. 1977.

Here is the administrative setup of the university, followed by a historical sketch. The university of Peshawar was established in 1950. Islamia College of Peshawar, a constituent college of the university, was established in 1913. It marked the beginning of modern education in this region. The development of education resulted in the popular demand for a university, and the university of Peshawar was established by an act.

The details are provided under the headings: 1) university precincts; 2) enrolment and staff; 3) staff and students residences; 4) finances; 5) university terms; 6) teaching staff; and 7) constituent and affiliated colleges.

35. University of the Punjab --- In: Universities of Pakistan Year Book 1976, 18-54. Karachi, University Grants Commission. 1977.

The Year Book gives the administrative set-up of the university, followed by a historical sketch. The University of the Punjab is the oldest seat of learning in the country. It was established in 1882. The site for the new campus of the university was selected and construction work was started in 1960. So far, accommodation has been provided for 17 departments in the new campus and 12 other departments are still located at the old campus. The territorial jurisdiction of the university covers the whole of the province of the Punjab excepting Multan and Bahawalpur divisions.

The university is a teaching and affiliating institution, with three constituent colleges and 106 affiliated degree colleges. The details are provided under the headings: 1) university precincts; 2) enrolment and staff; 3) staff and students residences; 4) finances; 5) terms; 6) teaching staff; and 7) constituent and affiliated colleges.

36. University of Sind --- In: Universities of Pakistan Year Book 1976, 55-101. Karachi, University Grants Commission. 1977.

There is the administrative set-up of the university, followed by a historical sketch. Founded in 1947 as an affiliating and examining body in Karachi, it was shifted to Hyderabad in 1951-52 and to its present campus at Jamshoro in 1960. Until 1950 the university functioned only as an affiliating and examining body. From 1951 onwards, it started adding teaching departments, and by 1956 3 faculties with 24 teaching departments were established. In 1976 the university got three new campuses.

The details of the university are provided under the headings: 1) university precincts; 2) enrolment and staff; 3) staff and students residences; 4) engineering campus; 5) agriculture campus; 6) Shah Abdul Latif campus; 7) finances; 8) terms; 9) teaching staff; and 10) affiliated colleges.

37. YUSUF, K.F. Higher Education in Pakistan --- Pakistan Times (Rawalpindi) July 15, 1977.

Over the past few years, the teacher too has been politicized. It was felt that there was no choice but to do so in order to find a respectable place for him in society which is engrossed in the achievement of material comforts. He has got his pay-scale increased but not the status and respect that he deserves.

Two factors are responsible for this state of affairs. Not many capable teachers join this profession nor is the society willing to give them the right status. Majority of teachers have become casual towards their duty. They do not take classes regularly even at the university level. Those who do, limit the use of methodology only to the teaching of prescribed courses. If a teacher does not keep himself abreast of the latest developments in knowledge and methodology of teaching, he will tend to become a demigod rather than a teacher. The concept of freshness in the process of teaching subsides within him for the absence of a good library and the burden of prescribed courses. After fourteen years' schooling, the personality of the student is well set and he naturally carries the mentality of the college to the university instead of raising himself to the intellectual level of a university student.

ISLAMIC EDUCATION

38. Islamia University --- In: Universities of Pakistan Year Book 1976, 243-248. Karachi, University Grants Commission. 1977.

The administrative set-up of the university is provided, followed by a historical sketch of the university. The university has developed from an Academy of Islamic Studies set up in 1961 for the training of Imams and Khatibs (religious preachers). This Academy was first established in Quetta and later shifted to Bahawalpur. In 1963 it was given the status of a university. The aims and objects of the university were to integrate the Islamic educational values with the modern thoughts and trends.

The details of the university are provided under the headings: 1) university precincts; 2) enrolment and staff; 3) staff and students residences; 4) finances; 5) terms; 6) university teaching staff; and 7) affiliated colleges.

LITERACY

39. KHAN, Sultan Mahmood. Illiteracy --- Pakistan Times (Rawalpindi) August 23, 1977.

The US Peace Corps Volunteers learn in about 200 hours to speak, read and write the language of the country where they are sent. Speaking takes the longest time about 80 per cent. Adults in Pakistan need a minimum of 40 hours to be able to read and write. One instructor can handle a group of 20 to 30 at a time. The Government should consider the possibility of raising a

national education corps of volunteers to carry out this mission in the spirit of crusade. The volunteers should be reasonably remunerated. During vacation, most students idle away their time. This is a callous waste of human working hours which can be utilized in eradicating illiteracy from Pakistan. The services of teaching professionals can be enlisted to supervise the program. School buildings, mosques, and civic centers can be used for this sacred purpose. The medium of TV can also be employed with good results.

MEDICAL EDUCATION

40. QURESHI, Viqar. Sind Medical College --- Dawn (Karachi) July 30, 1977.

Sind Medical College was established in 1973 as an institution affiliated to the Jinnah Post-Graduate Medical Center. It is subject to the dual control of the Sind Provincial Government and the Federal Government which more often then not seen to work at cross purposes. For the last two years, the professors and doctors of the Jinnah hospital have been rendering sterling service to the country without even ad hoc allowance. No new appointments have been made on the clinical side for ward teaching purposes. The present staff is already working under great pressure.

The following suggestions are made in this behalf: 1) The teaching staff of Jinnah Post Graduate Medical College should be paid extra allowances for teaching the students coming from the Sind Medical College as is done in other hospitals. 2) Two wards, medical and surgical, should be opened in the hospital to shed the load of work, because about 250 new students will enter the clinical section each year. 3) New appointments should be made in the hospital for teaching purposes.

PROFESSIONAL EDUCATION

41. HASAN, Ahmad. Peshawarana Ta'aleem Ki Zarurat (Need for Vocational Education) --- Maghrabi Pakistan (Lahore) July 27, 1977 (U).

The shortage of the institutions of technical training and the resultant dearth of trained workers have been our lot since the very inception of Pakistan. Generally speaking, workers belonging to different professions learn what they can either

from their fathers or through the process of trial and error. They are ignorant of modern scientific and technological education.

If suitable vocational institutions are set up in the country for their training, their output will undoubtedly go up and the production will increase. Pakistan is endowed with abundant and able-bodied manpower. This vast human resource should be properly and methodically exploited in the economic and industrial development of the country. The few vocational institutions that we have cannot cater to the needs of a large number of trainees. The need of the hour is to set up such training institutions in every part of the country and particularly in the rural areas.

42. Professional Colleges --- In: Pakistan Education Statistics, 67-87. Islamabad, Bureau of Education Planning and Management, Ministry of Education. 1977.

The statistics given in this report relate to the sector of education for the years 1970-71 to 1973-74.

There are 8 tables which provide information in tabular form. The first table gives number, enrolment, and teachers in professional colleges by type and sex in Pakistan. The next two tables provide number of professional colleges and enrolment in these colleges by type, sex, and province. The fourth table gives number and enrolment in professional colleges by province, type of college, level of course, and sex. The next two tables give enrolment in professional colleges at graduate and post-graduate levels and at certificate and diploma levels. The last two tables provide information about teaching staff in professional colleges.

43. SHAKOOR, Anis. College for Vets --- Sun (Lahore) August 7, 1977.

Karachi has no veterinary college or any other institution for imparting education in veterinary science. Consequently, students interested in veterinary profession and seeking admission to a veterinary college, have to undergo many hardships. They have to go either to the University of Agriculture, Layallpur, where there are seats for veterinary science, or to Animal Husbandry College, Lahore, or to Sind University Agriculture College, Tando Jam.

It is, therefore, suggested that a Veterinary College should be established in Karachi. If this is not possible, arrangements should be made for the holding classes in veterinary medicine in this university.

44. ZAKIR, Saba. Peshawarana Ta'aleem (Vocational Education) --- Jang (Rawalpindi) August 31, 1977 (U).

Vocational education has received very little importance in Pakistan. We have abundant manpower, which is being wasted. If our laborers are trained fully, they could prove their worth for the country. They generally train themselves in some trade or another. Scientifically and technologically they are all untrained. What is needed now is to set up vocational institutions in different parts of the country to train our unskilled workers and laborers.

In almost every developed and some developing countries, there exist vocational institutes for the training of workers and laborers for imparting to them scientific and technological education. Such institutes are needed urgently in Pakistan, which is a developing country. Vocational education and training on scientific lines is a must for our workers.

SOCIOLOGY

45. TAGGA, Abdul Hamid. Iskool Aur Tabqay Mein Talluq (School and Community Relationship) --- In: Moashra, Iskool Aur Ustaad, 89-105. Lahore Nazar Sons. 1977 (U).

A school performs a series of functions in relation to the community and similarly the community exerts great influence on schools. These various interactions are discussed in some detail under the headings: 1) school and social environment; 2) functions of the school; 3) social environment of the community; 4) home environment; 5) parents care; 6) cinema, television and radio; 7) newspapers, magazines and books; 8) streets, bazaars and villages, 9) social institutions; 10) role of the teacher; 11) school's influence on the community life; 12) relationship of school and community.

Diagrams are presented which show school as a nucleus surrounded by the factors which influence it in the community.

46. TAGGA, Abdul Hamid. Ta'aleem Kay Moashrati Maqasid (Social Purposes of Education) --- In: Moashra, Iskool Aur Ustaad, 119-134. Lahore, Nazar Sons. 1977 (U).

Spread of education results in numerous advantages both for the individual and the society. The objectives of social education include: 1) sense of social responsibility; 2) employment techniques; 3) social change; 4) achievement

of social ideal; 5) development of personality traits; 6) cultural transmission; 7) cultural and social norms; 8) social control that is awakening of social responsibilities; 9) economic evolution that is accompanied by increase in national per capita income and execution of development projects.

There are three agents of this economic evolution; 1) industrial and technological education 2) educational development; and 3) urbanization.

47. TAGGA, Abdul Hamid. Ustaad Aur Moashrati Ta'aleem (Teacher and Social Education) --- In: Moashra, Iskool Aur Ustaad, 187, 198. Lahore, Nazar Sons. 1977 (U).

Teacher's participation in all programs drawnup for the uplift of the society is of utmost importance. He plays the part of a reformer by exerting his influence in the school and on the people with whom he associates in the community. These programs include: 1) adult education; 2) social education; 3) population education; and 4) environmental education.

Obviously these programs are meant to improve the living conditions of the people in every field, such as moral, ethical and religious. They also serve to eradicate social evils and malpractices rampant in the society. The teacher is a guiding factor in the successful implementation of these programs.

48. TAGGA, Abdul Hamid. Ustaad Ki Moashrati Khidmaat (Teacher's Social Services) --- In: Moashra, Iskool Aur Ustaad, 176-186. Lahore, Nazar Sons. 1977 (U).

In an economically backward country a teacher can contribute much to the amelioration of the conditions of people. Aided and encouraged by the philanthrapic citizens and institutions that form associations like Adult Education Centers, child and maternity centers, reading rooms etc., the teachers can be of immence service to society in their own way, such as: 1) the formation of children's clubs, societies and students' unions; 2) the holding of seminars; 3) the arranging of study tour programs; 4) the organizing of sports clubs; 5) the propagating of religious belief among the children; 6) the enlightening and guiding of people in matters concerning religion, politics and society; and 7) the creating of civic sense among the children and grown-ups.

TEACHER EDUCATION

49. ALI, Ahmad. Teachers' Training --- Dawn (Karachi) August 9, 1977.

The ambitious plans to enlist the maximum number of students at the primary level to meet the target of universalization in course of time necessitate a massive teacher training program. Apart from the numerical aspect, which by itself is fairly challenging, the changes in orientation and content of curriculum also demand initiation into new methodologies, which make in-service training imperative. Naturally, an undertaking of such magnitude cannot be handled by the provinces unless they are generally assisted by the Federal Government.

In this context, the setting up of six Teachers' Training Academies to produce Master trainers on a regular basis under a crash program will be a major step. It is hoped that these high-level products would be able to train a sufficient number of teachers for the elementary and secondary stages as also for technical and vocational instruction. On a six-monthly basis, this scheme will eventually cover 1,30,000 primary school teachers. Besides, on the spot and conventional methods of training experimental programs through correspondence and the mass media are also to be utilized to obtain optimum benefits in the shortest possible time. In order to bring about significant qualitative and quantitative improvements in the academic field cover a period of time, a massive corps of qualified and competent teachers will have to be raised.

TEACHERS

50. ADAM, Ibn. Schoolon Mein Past Me'yaar-e-Ta'aleem (Low Standard of Education in Schools) --- Musawat (Lahore) August 15, 1977 (U).

The responsibility for the low standard of education in schools does not rest with our children or the method of teaching. It lies on our teachers who are neglecting, their duties. The teachers should, of course, be respected but it does not mean that they are free to neglect their duties. Majority of them not only neglect their duties, but also think that they are not accountable, and that they should be left to do what they wish to do. They are running madly after private tuition. This is the reason for the continual fall in the standard of school education. It is high time the authorities paid immediate attention to this problem of school education.

51. Code of Ethics for University Teachers --- Karachi, University Grants Commission. 12p. 1977.

The Code of ethics that is being proposed is more in the nature of manual for the guidance of teachers than a legal code of professional conduct. Neither rigid instructions have been given, nor any firm admonitions have been provided. Instead, constructive guidance has been offered. The main purpose of this code of ethics is to impress upon each member of the teaching community that he has a duty to perform and certain obligations to discharge.

A statement of the ethical concepts of the professional conduct for teachers has been provided under the headings: 1) dealing with the public; 2) dealing with students; 3) dealing with fellow-teachers; 4) dealing with parents; 5) dealing with the administration; and 6) professional obligations.

52. ENAYAT, Bushra. Asateza Ka Ghalat Rawaiyya (Wrong Attitude of Teachers) --- Jang (Rawalpindi) September 21, 1977 (U).

The responsibility for the decline in the standard of education rests mostly on the teachers who are not honest to their profession. Majority of our teachers does not discharge its duties sincerely. The teachers are not regular in attending the classes. The students rightly complain that their teachers do not teach in the class, and that they force the students to engage them as private tutors. This is a general complain which should be taken note of by the authorities.

All this has resulted in a marked deterioration of the standard of education, as is evident from the results that are announced by the Board. The consensus is that unless teachers basically change their attitude toward their profession, the standard of education will continue to dteriorate.

53. HUSAIN, Anwar. Razakar Asateza (NDVP Teachers) --- Hurriyat (Karachi) July 19, 1977 (U).

In order to solve the unemployment problems of the teachers, a program, called the NDVP, was launched in 1973. The plan was to absorb all such teachers in the regular cadre after six months of voluntary service in educational institutions. This, however, failed to materialize, and a great number of teachers who had volunteered for these jobs and served in this capacity for a number of years are now jobless. All of them hold the degrees of M.A. and M.Sc. This is a great injustic to them. The tragedy is that while most of the colleges are running without qualified teachers, these NDVP lecturers have been turned out to find for themselves. More than five years have passed and their fate still hangs in the balance.

54. MUNIR, Mohammad Yusuf. Plight of N.D.V.P. Lecturers --- Sun (Lahore) September 2, 1977.

N.D.V.P. is an enterprise of the Central Government established under an act of the National Assembly of Pakistan. At the initial stages so much publicity was given to the benefits that would follow its introduction that the young intelligentia joined it in high numbers. But the millennium did not dawn. All appeals and protests made by the N.D.V.P. appointees fell on deaf ears. The Act did not prove worth the paper it was written on.

The future of these lecturers is now hanging in the balance. Voices are being raised against the apathetic attitude of the government, but without success. The number of the persons affected is not small. If no action is taken to redress their grievances, frustration would follow with all its consequences.

55. NARGIS, Shehla. Jabri Tuition Ka Mas'ala (Problem of Forced Tuition) --- Imroz (Lahore) August 11, 1977 (U).

The problem of forced tuition has become so acute and formidable that it has begun adversely affecting the standard of education. The teachers are to blame for this. There is a class of teachers who induce students to engage them for private tuition, and insure their promotion to the next class without much ado. If any student resists this temptation he stands little chance of receiving good marks from his teachers. Like the evil of guide books, the evil of private tuition too has become widespread. The students coming from rich families can afford to pay the requisite for this private tuition. But poor students simply cannot afford it. If at all they engage private tutors, they do so at the cost of their vital neccessities. The authorities are in the know of this. But unfortunately nothing has been done so far, to stop this menace.

56. NASRULLAH, Nusrat. Image of Teachers in Pakistan --- Morning News (Karachi) July 14, 1977.

What is worrying the teacher's mind, what is conditioning his approach to life, and what is moulding his attitude to his educational institution are of utmost importance to society. It is the classroom that produces the future citizens - tomorrow's responsible leaders, opinion makers, and professionals.

It is for this reason that what the teachers think or do is of utmost importance to society. Teachers play a vital role in the development of a child's mind. They should be, first and

last, sincere and honest in the dischargement of their duties. The general complaint is that our teachers are not as sincere to their profession as they should be. They pay very little attention to the students. This attitude of our teachers should change sooner rather than later.

57. TAGGA, Abdul Hamid. Moashray Mein Ustaad Ka Kirdar (Teacher's Role in Society) --- In: Moshra, Iskool Aur Ustaad, 154-164. Lahore, Nazar Sons. 1977 (U).

Social and economic conditions prevailing in different societies determine the teacher's role in the respective societies. In an agrarian society his role is somewhat different from what it is in an industrially advanced country.

Other factors that go to determine the teacher's status are: 1) good moral character coupled with devotion to duty; 2) cultural, moral and religious outlook; 3) behaviour vis-a-vis the social conditions; 4) psychology; 5) economic viewpoint with regard to education; 6) social role; and 7) social relations.

There is a diagram showing the teacher's complex role as father, son, adult education teacher, husband, school teacher votor and chairman of reformative committees.

58. TAGGA, Abdul Hamid. Ustaad Betaur Namuney Kay (Teacher as Model) --- In: Moshra, Iskool Aur Ustaad, 165-175. Lahore, Nazar Sons. 1977 (U).

A teacher's suitability for serving as a model for children rests on his social behavior in various spheres of life.

Characteristics of such model constitute: 1) he should be able to discipline and command respect of his pupils; 2) he should be able to keep pace with the ever changing social patterns; 3) he should be fully conversant with the theory and practice of teaching the pupils of various standards and have good knowledge of the latest scientific developments and research in the field of education; and 4) in the class-room he should be capable of commanding the love and respect of children and should be able to create zeal and interest for studies among the children.

59. ABDULLAH, Syed. Urdu Mein Sciensi Uloom Ki Tadrees (Teaching of Science Through Medium of Urdu) --- Mashriq (Lahore) August 11, 1977 (U).

The Punjab University has accepted Urdu as well as English as the media of instruction and examination for B.A., B.Sc., and M.A. and M.Sc. since 1966. Statistics show that 65 to 85 per cent of the students of Arts have been writing their answer papers in Urdu. The same course has been followed by the University of Peshawar. It is not understandable that even thirty years after independence, Urdu, which has been declared as the national language, is being neglected even now. The simple fact is that unless our children are not educated in their national language, they will not be able to catch up with the time. It is high time the Government paid immediate attention to this urgent matter.

60. KHAN (Mrs.) T.A. Home Works --- Pakistan Times (Lahore) August 31, 1977.

Education in Pakistan has fallen on bad days.It was never more meaningless, imperfect, and ineffective any time in the past than it is today. The reasons for this are many and varied. The glaring antipathy of the teacher community, however, is now doing the greatest harm. Gone are the days when the teachers acted as guides who wielded the power of friendly but firm pursuation and earned the respect of students by their deeds and actions.

The modern-day teacher tries to hide his ignorance by assigning heavy home work to the students and thus compelling them and their parents to seek his services as a private tuter. He has thus succeeded in turning the young students into cantankerous, moody and withdrawn individuals. The education authorities should look into this state of affairs and rationalize the amount of home work given. The curriculum should be the same for all schools in the country.

61. RIZVI, Nasir. Hamara Tadreesi Tariqa-i-Kar (Our Method of Teaching) --- Imroz (Lahore) July 7, 1977 (U).

Although efforts are being made to raise the standard of education, yet so long as the defective method of teaching continues, there is no possibility of any good and lasting results. In order to understand the mode of teaching, we have to study the relationship existing between the teacher and the student. According to our educationists, the teacher and the student are two poles in the process of education. The teacher

is 'active', while the student is 'passive'. In fact the process is bilateral. Our present requirement is to pay more attention to the system of teaching in vogue here both in schools and colleges. The method of teaching that exists in our schools lays all stress on the syllabus but neglects to develop creativity in them. Our present method of teaching needs revolutionary changes.

TECHNICAL EDUCATION

62. CHIRAGH, Mohammad Ali. Polytechnic Institute for Printing and Graphic Arts (Polytechnic Institute for Printing and Graphic Arts) --- Kitab (Lahore) 11(8,9):14-15. May-June, 1977 (U).

Printing and printed materials are part and parcel of our daily life. For quite long we had no regular arrangements for the education of the art of printing in our country. Only in M.A. Journalism there was a paper on printing, and in some schools there was arrangement for the teaching of calligraphy. Of course, there were some stray courses of training in book production. It was only four years back that the government established this polytechnic institute for the training and education in the printing field.

The institute offers diploma and certificate courses, diploma of three year course, and certificate for one year course. The details of the courses are briefly given.

63. MIRZA, Mustaqim. Fanni Ta'aleem (Technical Education) --- Jang (Rawalpindi) July 8, 1977 (U).

The technical education imparted in our country needs some modification. Here are a few suggestions in this behalf: 1) Training should be made compulsory for all the students belonging to the Polytechnic and the College of Technology after three years of teaching. The government should arrange to send the students at its own expenses to higher institutions of training either inside or outside the country. 2) Hostel accommodation should be provided to all students, so that they may devote their time fully to their education. 3) The strength of the teaching staff should be increased in proportion to the number of students. The salary of teachers should also be made more attractive. 4) Machine Shop Technology should be replaced by Mechanical Technology. 5) The so-called private technical institutions should be immediately closed. 6) Trained students should be provided service guarantee.

64. University of Engineering and Technology --- In: Universities of Pakistan Year Book 1976, 159-177. Karachi, University Grants Commission. 1977.

The Year Book gives the administrative set-up of the university, followed by its historical sketch, Originally, it started as a college in 1923 and was affiliated to the University of the Punjab in 1951. The National Commission on education recommended the establishment of a university of engineering and technology in the Punjab, and in pursuance of the Commission's recommendations this college was upgraded to the status of a university in 1961 through an ordinance.

The details of the university are provided under the headings: 1) University precinct; 2) enrolment and staff; 3) staff and students residences; 4) finances; 5) terms; 6) university teaching staff; and 7) constituent and affiliated colleges.

TEXTBOOKS

65. KHAN, Noor. Darsi Kutub Ki Nayabi (Scarcity of Textbooks) --- Hurriyat (Karachi) August 24, 1977 (U).

Every year at the beginning of the academic session both students and their parents have to face tremendous difficulties in purchasing textbooks. The Sind Text Book Board is responsible for the delay in releasing textbooks to the market. The worst sufferers are none but the students.

Sometimes it so happens that books are released to the market two or three months after the start of the academic year. This inordinate delay adversely affects the standard of education. The delay also encourages the students to adopt unfair means in the examination. The Sind Textbook Board should, therefore, look into the matter seriously and avoid delay in releasing the textbooks.

WOMEN'S EDUCATION

66. ANJUM, Mahmooda. Women's University --- Morning News (Karachi) August 21, 1977.

The University Grants Commission has appointed a Committe to prepare a feasibility report on the proposal for the establishment of one or two exclusive women's universities. There is no denying the fact that women's universities are badly needed

in Pakistan. Womenfolk in our country are greatly handicapped in many spheres of life. Those who are employed, find it more difficult than menfolk to commute from one place to another. The most important factor that should always be kept in mind is the economic viability of such a proposition. The question naturally arises whether we are in a position to afford separate women's universities while the existing universities are in a sad state of neglect. Nor are there enough women teachers for the growing number of women candidates aspiring for higher studies. The present teaching staff is poorly trained and inadequate in numbers. All these constraints can, however, be overcome with thoughtful planning and sincere implementation of the program.

67. SHAHIN, Shaheda. Makhloot Ta'aleem (Co-education) --- Mashriq (Lahore) July 21, 1977 (U).

Two educational reforms need to be introduced immediately: 1) to abolish co-education in Pakistan and 2) to set up a separate university for women. Since there is no separate arrangement for women's higher education in Pakistan, they are compelled to take admission to the universities, where there is co-education. Attention has repeatedly been drawn for the setting up of a separate university for women but nothing has been done so far. If this is not possible, arrangements should be made to start M.A. Classes in women's colleges. There is no denying the fact that a large number of women are forced to discontinue their education because of the lack of a separate university for women in the country. This is not an ordinary problem to be overlooked. It needs immediate attention.

68. SHIRAZI, S. Nasim. Aurton Ki University (Women's University) --- Imroz (Lahore) August 25, 1977 (U).

It is high time a separate university for women was set up in the country. Pakistan being an Islamic state, women should be imparted higher education separately. There is a large chunk of womenfolk who give up education before the college level, because there does not exist a separate university for them. The aspiration of such women for education at the university level should be fulfilled. There are no two opinions for the openning of a separate university for women in the country. This university should either be established in one of the big cities like Karachi or Lahore. To begin with, it may be established on an experimental basis.

69. ADIB, Mazhar Ali. Ta'aleem Ka Girta Hua Me'aar (Deteriorating Standard of Education) --- Mashriq (Lahore) August 6, 1977 (U).

The prime reason for the deterioration in the standard of education in primary schools is the difficult syllabus which our children cannot understand. Since the students from classes 1 to 5 cannot understand what they are taught, they memorize their lessons.

Our teachers too are responsible for the deteriorating standard of education in primary schools. Most of the teachers are untrained and unable to understand the psychology of children. They pay little attention to syllabus they are required to teach. It is because of this weak foundation that the students do not fare well in the long run. In order to improve the standard of education serious thought should be given to primary education. It is a tragedy that primary education has been neglected throughout our national existence.

70. AKHTAR, Hasan. Maujooda Nisab-e-Ta'aleem (Present Curriculum) --- Mashriq (Lahore) September 22, 1977 (U).

1) One of the important factors that has lowered the standard of education is that of textbooks, which are below standard. Such textbooks do no good to the intelligence of a child and do not evoke inquisitiveness in him. 2) The child neither follows English nor Urdu, because the very method of teaching is defective. 3) The teachers are greatly responsible for the deteriorating standard of education. 4) The system of examinations is outdated. 5) No inspection teams visit schools and colleges. 6) The syllabus is prepared for teaching nothing to the child. 7) The adoption of unfair means in examination centers is rampant. 8) Recommendations count much for admission to colleges and universities. 9) Examinations are not held on time. All these factors have together affected the standard of education in the country.

71. HUSAIN, Shaikh Ghulam. Ta'aleemi Inhetaat (Deterioration of Education) --- Mashriq (Lahore) September 22, 1977 (U).

There is no denying the fact that the standard of education has deteriorated considerably. The preparation of failures is steadily increasing. The best solution to this problem is to return the nationalized institutions to their original owners.

It is further suggested that all teachers should be categorised by examining them in the respective subjects they teach. Those teachers who fail in this test and do not discharge their duties honestly should be screened out. The formation of a committee is a must to study their work. A ban should be immediately imposed on the sale and distribution of guess papers and guides, because the tendency of the students to rely only on the artifical help of guess papers and guides has assumed threatening proportions. Teachers are also responsible for this state of affairs, because they encourage the students to take help from these aids. The authorities should take stern action against those teachers who encourage the students to indulge in this activity.

72. JAVAID, Arshad. Standards of Education --- Dawn (Karachi) August 27, 1977.

Our syllabi are out of tune with our needs. In the garb of intensive study of specialization, the students have been denied the use of the faculty of curiosity. All that a traditional Master of Economics knows about economics is a few definitions plus some mathematical and statistical techniques, which are washed off his mind as soon as he leaves his alma mater.

If our teachers just instruct their pupils to think, we will soon solve our problems. For the students of economics, the study of the history of economic thought should be made compulsory. It is also suggested that the Government should introduce verbal-cum-quantitative aptitude tests for the perennial entry of high school turnouts into institutions of higher learning. The perfunctory pre-college entry tests/interviews should be replaced with thorough tests for the assessment of a candidate's comprehension of principles of a subject, his ability to apply his knowledge, and his alertness of mind. There is no reason why so many students should be deprived of the right to compete only because they were not able to obtain a good division in our corrupt and defective system of examination and evaluation.

73. KHAN, Mohammad Ali. Educational Standards --- Dawn (Karachi) September 3, 1977.

The basic question of standards needs to be approached from several angles. Broadly speaking, several factors have been responsible for the phenomenon. A world-wide trend is also at work in Pakistan. The problem has been further complicated here by the unavoidable expansion of education at the primary and secondary stages and the unrestricted and almost

automatic ascent to the higher bracket, at which level elsewhere the principle of selectivity comes into pronounced play.

In the wake of such an explosion, the traditional structure has been subject to severe strains, and the quality of output has suffered. The teacher, who occupies a pivotal position in any scheme or system of studies everywhere and is the most important element in the dissemination of knowledge, has been seriously affected.

The present-day approach of a very large section of the student community is another element responsible for the decline in academic standards. Experimentation and innovations have also done their bit to impair educational standards.

74. LODHI, Farooq. Decline in Educational Standards --- Pakistan Times (Rawalpindi) August 26, 1977.

Whatever system of education we may evolve and follow, the teacher remains its pivotal point. We must admit that the story of our declining standards is a story of the falling standards in our instruction. In secondary schools and universities, no screening procedure ever existed to find out the temperament of a person to the teaching profession. The improvement of qualifications by individuals selected on personal whims cannot save the situation.

It must be admitted that in this technological era, student-teacher relationship cannot be expected to be modelled on the old classical pattern, when the teacher was held in high reverence.

Wedded to the integrity of teaching as well as non-teaching members of an institution is the success or failure of our present system of examinations. From the setting of a question paper to the final scrutiny and declaration of results, more than half a dozen steps are involved. At each step, members of teaching or clerical staff are exposed to pressure or approach. Insistence by the students on grace marks, on the lowering the percentage of marks for divisions, and on the choice of three or more examinations in a year added to the chaos in education.

75. MALICK, Qayyum. Standard of Education --- Morning News (Karachi) September 20, 1977.

What is the standard by which we may measure our educational standard, and thus discover whether it is declining as compared

to the past? This question can be answered if we first determine what we should teach our children and at what age level. Only then we can insure that what is sought to be taught is taught well by the teachers and is learnt fully by the pupils. By doing so we shall be able not only to set a standard but also to know what standard we have to measure upto. Unless we follow such methods, the standard of education will continue to deteriorate.

76. RAHMAN, Shamsur. Standard of Education --- Dawn (Karachi) August 13, 1977.

The falling standard of education is a function of many factors. The most important of these are the increasing burden of the high student-teacher ratio on the teachers, the absence of aptitude tests for admission, the lack of quality books, and the lurking fear of unemployment in the future. These factors have combined to make both the students and the teachers indifferent to their tasks. These factors arenot aflicting the university of Karachi alone. The universities all over the world are undergoing a decline in the standards.

The examination system in our country, which should be properly called a "memory test" is out of date. It has made the degrees of Pakistan universities valueless in foreign lands. What is needed now is not to switch back from the present semester system to the old system but to try to improve the present system, because it had significantly raised the standard of education by compelling the students to consult more books.

77. ZIAUDDIN, M. Making Education More Purposeful --- Morning News (Karachi) July 31, 1977.

Who is to be blamed for the deteriorating educational standard? And, what is the remedy? These two questions have been nagging the nation for the last thirty years. Ture, shrinking financial resources and expanding population have had their adverse effects on the nation's efforts to improve the quality of education. It is also true that the educational system inherited from the colonial past was the biggest hurdle in the way of producing an educated class capable of meeting the changing needs of a developing nation.

Besides, some other problems, relatively more serious, have infected the education sector. First, the quality of the teacher has deteriorated considerably. Second, the student community has become, by and large, an indisciplined crowd. As a result, those fortunate enough to get admission to schools, colleges, and universities come out of the these institutions

with confused minds and strange notions about the realities of life.

The teacher knows all this, and uses it as an excuse for his own incapability to impart knowledge to his pupils. For improving the quality of teachers, a crash program could be taken up. It is also necessary that a long-term program for establishing more educational institutions and producing more quality teachers should be started. This should be done on priority basis.

EXAMINATIONS (Special Section).

78. AAMIR, Sohail. Semester System (Semester System) --- Hurriyat (Karachi) July 29, 1977 (U).

Although semester system is a boon to the students, the way in which it is being enforced has created many problems for them. It has often been seen that examinations areheld before the course has been completed. The reason is that the course has not been diligently divided. It is not possible to complete it within the stipulated time, that is, 4½ months. Moreover, most of the teachers, have failed to adjust themselves to the new system. That is why they could not complete the course within 4½ months. Lastly, untimely holidays adversely affect the results of the examinations.

It is, therefore, suggested that the number of assignments should be so reduced as to enable the students to pay more attention to them. The students run after the guides because the required books are not available to them.

79. AHMAD, Maqbool. Kiya Semester System Khatm Kardia Jaiga? (Will the Semester System be Abolished?) --- Imroz (Lahore) July 29, 1977 (U).

The introduction of the semester system has failed to fulfil what was expected of it. There are many reasons for this: 1) The number of students has vastly increased in recent years, while the number of teachers has remained the same. 2) Reference books are not easily available to the students. 3) Most of the students like to write their answers in Urdu, but the difficulty is that Urdu books on scientific and technological subjects are not available. 4) The relationship between the teacher and the student is still a far cry. All these facts need immediate attention. The University of Karachi has set up a committee to go into these questions and make recommendations for making the semester system more effective.

80. AHMAD, Saghir. Semester System - Pros and Cons --- Pakistan Times (Rawalpindi) August 7, 1977.

The semester system has created a sharp controversy in the press and the academic circles. It is pointed out that while the pass percentage has been increasing since the introduction of the semester system three years ago, the standard of education has been falling continuously. Many practical problems have also appeared: 1) the student-teacher ratio is too high to serve the purpose of the semester system; 2) there is a shortage of reading material, of libraries and, in the case of natural sciences, of laboratory equipment; 3) students bring to bear various pressures on teachers to award the former better grades; 4) the teachers come to the classrooms without due preparation and encourage students to rely on cyclostyled notes.

It appears that most of the desired improvements have not automatically followed the introduction of the semester system. Hence the demand for a reversion to the older practice. It is, of course, difficult to agree with this demand at once. Whatever its merits or demerits, the semester system has not been tried long enough to be rejected at this stage.

81. ALAM, Mohammad Abbas. Imtehanaat Mein Naql Navisi (Cheating in Examinations) --- Jang (Rawalpindi) July 8, 1977 (U).

Cheating in examination halls has become only too rampant in our country. This is the easiest way for a student to get through any examination. Even some of the invigilators are found to be in league with the students who indulge in cheating practices. These invigilators accept bribe from the students in return for allowing them free use of the books. This state of affairs has not only pulled down the standard of education considerably, but has also encouraged the students to resort to cheating. Unless the present system of examination is changed, this evil will persist.

Not only the system needs a thorough change, but also our teachers need a drastic change in their attitude. They should realize that they are there to serve the cause of the nation and that if they show any slackness in the performance of their duties, they will stand charged of committing a crime. Teachers can do a lot to improve the system of education and the system of examination. They can teach to their students the quality of honesty, and fair play.

82. BAQAR, Mohammad Raza. Semester System Be Retained --- Morning News (Karachi) August 23, 1977.

It would be unwise to abolish the newly enforced system, because it promises to raise the level of education and produce good scholars. It should be retained with some modifications and improvements. The students' basic problem relates their home assignments, which they are required to submit thrice in a semester. The number of assignments should be reduced. At present, the students appear in three examinations, viz., preliminary, midterm, and final.

Since the teachers concerned are wholly in charge of these tests, the students use pressure to get the maximum number of marks. This state of affairs leads to favouritism and groupings in universities. The mode of these examinations should, therefore, be changed. Preliminary and mid-term examinations should consist of seminars, symposia, and class discussions. The marks for these oral tests should be awarded by the class teachers. The final examination should include a written test, and papers should be valued by examiners other than the teachers concerned.

83. KHAN, Q.U.A. The Semester System: its Success and Failure --- The Varsities (Karachi) II (4): 25-26. July-August, 1977.

The semester system of teaching and examinations introduced in our universities about three years ago has been subject to some bitter criticism in the recent past. There appear to be too many defects and pitfalls in the new system, and the situation warrants a thorough stock-taking of the real causes that have brought the entire venture to the point of collapse.

It is said that the shortcomings of the previous system were the pressing cause for replacing it by the semester system. It was adopted after necessary modifications suited to the conditions in our country. The writer presents the case for the semester system and concludes that the solution of our educational crisis lies excusively in the hands of our teachers.

84. KHURSHID, Abdus Salam. Kiya Semester System Mansookh Hona Chahiye? (Should the Semester System Be Eliminated?) --- Mashriq (Lahore) September 2, 1977 (U).

It would be a great folly to do away with the semester system at the present stage. The advantages of the semester system are: 1) The students work harder than before. 2) They do not have much time and energy to waste on unnecessary matters like

agitation. 3) The relationship between the teacher and the student has strengthened. 4) They are quite alive to their weaknesses. When they receive poor marks in one semester, they work harder for the next semester.

The critics of this system should not forget that it is only four or five years old. It may be noted that the teachers who are loudest in the criticism of this system are those who do not want to devote their full time to the profession.

85. LATIFI, Z.A. Public Examinations --- Dawn (Karachi) July 5, 1977.

The adoption of the system of grading by individual schools will create confusion, because it will be well nigh impossible to ensure any uniformity in the awarding of grades by different schools. Many subjective as well as local factors will influence the awarding of grades. Favouritism and prejudice will appear on the scene with a back wash of evils, such as bickering and indiscipline. This is already happening in the United States of America whence has come this inspiration of establishing the school controlled grading system.

If, however, we discard the system of board examination, we will have to adopt some other reliable method of testing the ability of candidates seeking admission to colleges, universities, and professional institutions. This method will most probably be an examination or test of some kind held independently of the school system and without by reference to the grades awarded by individual schools. Therefore, we will have to adopt the system of public examinations or tests in some form or another. It is perhaps true that the standards of our educational institutions are deteriorating, scholastically, socially, and morally. A mere change in the examination system will not improve the matters.

86. MIRZA, Muhammad Tufail. Ta'aleemi Nizam Mein Imtehanat Ki Ahmiyat (Importance of Examinations in Educational System) --- Hurriyat (Karachi) August 9, 1977 (U).

There are many drawbacks in the old system of examination; 1) The students try to use unfair means to get through the examinations. 2) The students waste most of their time, and on the eve of the examination they seek the help of guides and guess papers. 3) The answer papers are examined by the teachers who have no direct relations with the students. 4) Experience has shown that no two examiners can maintain the same standard while examining the answer papers. In view of this, steps are being taken to better the system of examination.

The system of internal assessment has been adopted at the secondary and higher secondary levels. It consists of three parts: a) 80% for merit, b) 10% for extra curricular activities, and c) 10% for good conduct. This system has to a great extent proved effective. The adoption of unfair means is being checked, and the students have begun devoting more attention to their studies.

87. NASRULLAH, Nusrat. Semester System --- Morning News (Karachi) September 29, 1977.

Why there is a need to end the semester system altogether as it is likely to bring in a real decline in standard if and when it is introduced in the local colleges as well? This is the voice of dissent which is being heard in academic circles. The decline in academic standards has already set in the campuses. Examinations are mainly a test of students' capacity to hold several things in his mind and coordinate this piece meal knowledge in a coherent way. Since the semester system has two or three tests, it is often only a test of the academic course in parts.

The semester system is not a suitable test in the conditions prevailing in our country. It is true that in America the semester system is a success, but our society is not mature enough for direct confrontation between the students and the teachers. Students have now begun memorizing their answers because the narrow range of questions poses no problem to them in the tests.

It is true that the standard of education at the university has gone down in recent years. This situation needs to be thoroughly probed, for, if left to itself, it will affect the entire educational system.

88. QURESHI, A.Q. Semester System --- Pakistan Times (Rawalpindi) August 14, 1977.

A semester test measures the short-term memory outcomes of an examinee as against the public examination, which measures the long-term perceptions in terms of an objective reality based on scientific research and not merely as a matter of fine distinction. The decision to introduce the semester system was more political than academic, and no objective assessment of the pros and cons or the basic requirements of the system was ever made. It is said that the sooner we accept the realities, the better, for enough damage has already been done in the field of education.

89. Review of the Results of Examinations --- In: Secondary School Certificate and Higher Secondary School Certificate Examination Results 1972 to 1974, v-xx. Islamabad, Bureau of Educational Planning and Management, Ministry of Education. 1977.

This is an analysis of the results of examinations conducted by the Board of Intermediate and Secondary Education from 1972 to 1974.

The data analysis is made under the topic heads: 1) secondary school certificate examinations; 2) higher secondary school certificate examinations; 3) participation of females in i) secondary school certificate examinations, and ii) higher secondary school certificate examinations; 4) general and historical data of outputs. Most of the information is provided by province in tabular form.

90. RIZVI, Nasir. Hamara Ta'aleemi Nizam (Our System of Education) --- Imroz (Lahore) August 4, 1977 (U).

The main reason for the deterioration in the standard of education is said to be the inherent defect in the system of examination. To remove this defect the semester system was introduced at the level of post-graduate level, and the internal assessment system was introduced at the Matric and Intermediate levels.

There is no denying the fact that in order to raise the standard of education we have to change the present system of examination. The system of Internal Assessment is working successfully in many developed countries. According to modern educationists, the assessment of a student's ability and merit can be judged not through annual examinations but through his daily performance.

91. RIZVI, Nasir. Talaba Imtehaan Mein Naql Kion Karte Hain? (Why Students Copy in Examination?) --- Imroz (Lahore) August 11, 1977 (U).

One of the reasons of cheating in the examination halls is that our students are bent upon getting certificates by any means. Majority of students neither pay attention to the teaching in the class nor study at their home. They just take the short cut to success in the examinations. They solely depend on test papers and key-books available in the market. They do not care for the notes supplied by the teachers in the class. One or more competent committees of educationists should be entrusted with the task of studying this situation and making recommendation for removing their causes.

92. SAQIB, Mohammad Omair. Has Semester System Failed in Karachi University? --- Morning News (Karachi) August 11, 1977.

During the last several years the standard of education has deteriorated, although there is a marked improvement in the statistics of results at all levels. The semester system has its own requirements. It needs a vast number of books, up-to-date facilities of research and an army of teachers - at least one teacher for every five students. But in Karachi University. There is a chronic financial stringency, a rapidly growing number of students, an acute shortage of teachers, dearth of curricula books, and lack of research facilities.

One of the reasons for the failure of the system is its introduction at a time when more than 90 per cent of the teachers themselves did not know what precisely the system was, and how it worked. The semester system, while it brought the teachers and the students closer, also engendered teacher - student rivalries and conflicts.

Favouritism is yet another curse in the University. No educational reforms, however daring and imaginative, can succeed without good teachers. Teachers who can combine vigour with enthusiasm, and excitement with educational discipline, can inspire students and do them good under any system and conditions. But unfortunately we have a dearth of teachers who are devoted and dedicated to their task.

93. Secondary School Certificate and Higher Secondary School Certificate examination results 1972 --- In: Secondary School Certificate and Higher Secondary School Certificate Examination Results 1972 to 1974 1-24. Islamabad, Bureau of Educational Planning and Management, Ministry of Education. 1977.

The statistical information provided here covers the data of examination results for the year 1972 in respect of secondary school certificate and higher secondary school certificate examinations.

There are in all 22 tables. The first table provides statistics of secondary school certificate examination of 1972 by province, board, and sex. The second table gives information by group of study and sex in the whole of Pakistan. Similar information is provided by province and by board in the subsequent tables. Information is provided in the next 11 tables about higher secondary school certificate examinations of 1972.

94. Secondary School Certificate and Higher Secondary School Certificate Examination Results 1973 --- In: Secondary School Certificate and Higher Secondary School Certificate Examination Results 1972 to 1974, 25-48. Islamabad, Bureau of Educational Planning and Management, Ministry of Education. 1977.

The statistical information provided here covers the data for examination results for the year 1973 in respect of secondary school certificate and higher secondary school certificate examinations.

There are in all 22 tables. The first table provides statistics of secondary school certificate examination of 1973 by province, board, and sex. The second table gives information by group of study and sex in the whole of Pakistan. Similar information by province and board is provided in the subsequent 9 tables. Exactly on the same pattern information is provided in the next 11 tables in respect of higher secondary school certificate examinations of 1973.

95. Secondary School Certificate and Higher Secondary School Certificate Examination Results 1974 --- In: Secondary School Certificate and Higher Secondary School Certificate Examination Results 1972 to 1974, 49-77. Islamabad, Bureau of Educational Planning and Management, Ministry of Education. 1977.

The statistical information provided here covers the data of examination results for the year 1974 in respect of secondary school certificate and higher secondary school certificate examinations.

There are in all 22 tables. The first table provides statistics of secondary school certificate examination for 1974 by province, board, and sex. The second table gives information by group of study and sex in the whole of Pakistan. Similar information by province and board is provided in the subsequent 9 tables. Exactly on the same pattern, information is provided in the next 11 tables in respect of higher secondary school certificate examinations of 1974.

96. SHAH, Syed Maqbool Husain. Semester System Ki Mukhalifat Kion? (Why Opposition to Semester System?) --- Imroz (Lahore) August 22, 1977 (U).

There is a section of teachers in the universities who is opposed to the semester system. They say that it is not workable in Pakistan, because ours is a poor country, which

cannot afford such luxury. This plea, is unterable. The teachers themselves do not want to work hard, while, in this system they are required to keep themselves busy during all semesters. They are in favour of the old system which brings them easy money.

Only a few years have passed since the introduction of this system. Let us see how it turns out. However, there are certain problems confronting the students at the moment. For example, the library of the university is not well equipped; the number of teachers is not adequate; there is a dearth of reference books, etc. But these problems are not insoluble. The authorities of the university should pay attention to these problems and solve them. Any hasty action to revoke this system will be disastrous.

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WRITERS' INDEX

AAMIR, Sohail, 33

ABDULLAH, Syed, 25

ADAM, Ibn, 21

ABID, Mazhar Ali, 29

AHMAD, Maqbool, 33

AHMAD, Saghir, 34

AHMAD, Shamim, 1

AKHTAR, Hasan, 29

ALAM, Mohammad Abbas, 34

ALI, AHMAD, 21

ANJUM, Mahmooda, 27

ANSARI, Abdul Qadir, 5

BAQAR, Mohammad Raza, 35

CHIRAGH, Mohammad Ali, 26

CHOTANI, A.H., 8

ENAYAT, Bushra, 22

HAROON, Shahida, 4

HASAN, Ahmad, 17

HASAN, Amir, 1

HASHMI, Manzoor Husain, 1

HUSAIN, Ahmad, 2

HUSAIN, Anwar, 22

HUSAIN, Shaikh Ghulam, 29

ISSANI, Ghulam Qadir, 5

JAVAID, Arshad, 30

KHALID, Mohammad, 2

KHAN, Mohammad Ali, 30

KHAN, Noor, 27

KHAN, Q.U.A., 35

KHAN, Sultan Mahmood, 16

KHAN (Mrs.) T.A., 25

KHURSHID, Abdus Salam, 35

LATIFI, Z.A., 36

LODHI, Farooq, 31

MALICK, Qayyum, 7, 31

MIRZA, Mohammad Tufail, 36

MIRZA, Mustaqim, 26

MUNIR, Mohammad Yusuf, 23

NAQVI, Ali Raza, 3

NARGIS, Shehla, 23

NASRULLAH, Nusrat, 3, 23, 37

QURESHI, A.Q., 37

QURESHI, Viqar, 17

RAHMAN, Shamsur, 32

RAUF, Abdur, 8

RIZVI, Nasir, 25,38

SAQIB, Mohammad Omair, 12,39

SHAH, Syed Maqbool Husain, 40

SHA , Shahida, 20

SHAKOOR, Anis, 18

SHAIKH, M. Islam, 9

SHIRAZI, S. NASIM, 28

TAGGA, Abdul Hamid, 5,6,19,20,24

YUSUF, K.P., 15

ZAKIR, Saba, 19

ZAMAN, Salma, 3

ZIAUDDIN, M., 32

-----oOo-----